



Continuous School Improvement Plan (CSIP)

Stevens Elementary School

2016 - 2018

Dr. Brian K. Fitch, Principal



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Stevens BLT reviewed and approved the 2016-2017 CISP on November 14, 2016.

Mission and Vision

Mission

Our mission is to provide a high quality academic and social-emotional education that meets every student's needs, ensuring equitable access for all students in a safe environment where children are inspired to develop their skills and talents, a life-long love for learning, and a passion to care for each other and our community.

Vision

Our vision is that every Stevens student is empowered by a high quality education and a strong sense of value and purpose to achieve their goals in a safe, diverse and caring community.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>Based on the analysis of data, our primary concerns about student learning are:</p> <ul style="list-style-type: none"> Disproportionate number of students of color not achieving to standards. African American (AA) males achieving at lower rates than any other subgroup. Advanced Learners (ALO) students are leaving the school once identified for choice schools due to feeling that their students are not being challenged appropriately. Students with disabilities (SWD) are not progressing on their goals at desired rates. English Language Development (ELD) students while progressing well on the ELPA are not achieving at levels commensurate with their perceived proficiency.
<p>We will use research-based strategies that help targeted students.</p>	<p>We will address the needs of all children by addressing our Multi-Tiered Systems of Support (MTSS) Tier 1 (classroom) instruction. Our goal is to create classroom environment and instruction that meets the needs of at least 85% of our students.</p> <p>We will address the needs of the following populations of students at Stevens by:</p> <ul style="list-style-type: none"> <u>Low-achieving students</u>: Providing an intentional intervention program for all students working below grade level in English Language Arts (ELA) and Math who are not already receiving special education or ELD (second language) support. <u>African American (AA) males</u>: All staff (classroom teachers and constellations group leaders in particular) are making a concerted effort to build relationships with these students and their families. Staff are engaged in professional development, research and conversations about race, racism, and equity to better understand how to serve this population from both an academic and a social-emotional perspective. <u>Advanced Learners (ALO)</u>: To meet the needs of advanced learners, we insure access to math content according to each student's math achievement level for advanced learners. Teachers provide differentiated instruction such as modified assignments, activities, and problem solving opportunities which both increase rigor and invite the application of above grade level skills and concepts. With regard to ELA, differentiated instruction includes intentional flexible small groups, literature circles, Global Reading Challenge Program, above level books lists and choices, as well as individual reading/writing conferences/instruction, personal goal setting/review of progress. Staff and administration are engaging parents/families in more effectively communicating instructional programming so parents and students can better understand what and how their students are being taught and challenged with regard to both grade level and above grade level standards. <u>Students with Disabilities (SWD)</u>: Stevens staff is engaging in professional development as well as enhanced conversations with each other to better understand each other and inform practices that will be more effective in supporting the needs of these students and their families. <u>English Language Development (ELD) students</u>: Stevens ELD staff are now housed in the same classroom space and have common planning time. These staff also meet regularly with general education teachers to align their work with each student. <p>We will regularly monitor the progress of these students by:</p> <ul style="list-style-type: none"> Meeting monthly with grade level PLC's, monthly with vertical PLC's in ELA and Math. Use common planning time to engage grade level colleagues around student assessment data. Classroom teachers meet at least monthly with specialists, special education teachers, interventionists, counselor and other staff as needed to check in regarding individual student progress. Intervention teachers provide real time logs around student progress toward individual learning targets. <p>We are strengthening the core academic program in our school by:</p>

	<ul style="list-style-type: none"> • Building a solid MTSS Foundation including our participation as a 1st year school in the district PBIS and RULER training programs. • Develop new/updated mission and vision statements • Develop and articulate a list of our shared core beliefs. • Re-launch our Stevens Stars Pledge. • Develop a staff Charter and operational norms. • Revise and adopt a new decision-making matrix. • Engage in all staff PD to increase our individual and collective Cultural Competency • Engage in all staff PD to develop and implement a common understanding and practice of using PLC's. • Meet regularly in PLC's and during common planning times. • Review all assessments and practices for need and value. • Beginning the process of aligning curriculum both within and across grade levels.
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>A review of the school's data and existing structures informed the decision to focus on three clear, foundational needs for our staff.</p> <ul style="list-style-type: none"> • <u>PLC's</u>: 8-hour PD to develop and align common PLC practices across all staff. • <u>Develop our MTSS</u>: This includes a focus on building out our Tier 1 Academic and Behavioral/PBIS plan and implementation of RULER curriculum. • <u>Develop our capacity to meet the Social-Emotional needs of our students</u>: Whole staff training in Verbal De-escalation and CPI training for all special education staff and administration. • <u>Closing the Gap</u>: PD to increase cultural literacy, personal biases and the impact of race and racism. Use this learning to build a more culturally responsive school and classrooms.
<p>Our school will increase parent/family engagement.</p>	<p>Research is nearly unanimous in identifying a clear benefit to students whose parents are actively involved in their education. We are actively employing the following strategies to increase the involvement and engagement of our school community and parents in their student's education:</p> <ul style="list-style-type: none"> • <u>Communication</u>: Stevens is engaging in a focused effort to build out and maintain our website as a focal point for all communication, Stevens Speak weekly newsletter goes home to all parents electronically and formatted for a wide variety of devices (and available in paper form for those who need it). Wednesday is our weekly communications day. • <u>PTA</u>: Is active within the school and community. PTA maintains it's own website and FaceBook page, hosts several popular events each year (eg: Fall Social, Multicultural Night), provides a school directory to every family, t-shirts to every student, hosts clothing exchanges such as for winter coats, weekly backpacks of food as well as gifts and other holiday support for families/students in need, and much more. • <u>Special Education PTA</u>: Meets 5-6 times each year to engage in conversations to build relationships and address topic that more specifically impact parents with students who have special needs. • <u>School to home communication</u>: enhanced and more fully developed website. • <u>Family Engagement Action Team (FEAT)</u>: Stevens is just beginning a relationship with district family engagement resources in an effort to more effectively reach and support students and families of color and lifestyle. • <u>School Report</u>: Stevens maintains and actively shares our annual School Report • <u>Invitation</u>: Stevens remains an invitational school where staff and administration are visible and accessible to our students and their families. <p>Staff has also dedicated time to review and respond to Parent Survey results. Our 3rd-5th grade students are also participating in the district interim surveys to inform mindful and timely adjustments to our efforts.</p>
<p>Our staff is involved in decision-making.</p>	<p>Staff, BLT and administration has conducted a review of the decision-making process at Stevens. This resulted in the development of an updated decision-making matrix.</p> <p>All staff have been invited to participate in the development of this plan.</p>

<p>We will assist our students to meet standard.</p>	<p>Stevens staff identifies students who are operating or fall below levels commensurate with achieving state standards throughout the year. We do so by tracking student assessment data and analyzing student achievement relative to benchmark scores in ELA and math that reflect a trajectory predictive of students achieving proficient level scores on the spring SBA (3rd-5th).</p> <p>We help these students through appropriate interventions identified as part of our Tier 2 strategies in our MTSS System. These Tier 2 supports include but are not limited to: reading or math intervention/tutoring, counseling (individual/groups), etc.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Stevens administration uses a combination of staff interest, evaluation/observation and the hiring process to insure that highly qualified and trained staff are placed in each position. Each position is considered unique and designed to address the role of each assignment and meet the individual needs of students (eg: Our reading tutors are trained and prepared to provide targeted and intentional individual or small group instructional skill and concept needs of students).</p> <p>Our goal is to ensure all teachers have opportunities to grow in their practice and that we as a school are supporting high quality teachers to retain them year to year. Another priority is to ensure that we have the highest quality teachers in front of our kids every day and our BLT will use the budgeting process to ensure we align our resources to get the maximum staffing aligned to student outcomes possible</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Stevens employs a comprehensive approach to connecting and welcoming new families into the Stevens community.</p> <ul style="list-style-type: none"> • <u>Jump Start</u>: All Kindergartens receive a personal invitation to participate • <u>WA Kids</u>: All Kindergartners participate in the WA Kids assessment which includes a family engagement meeting to learn about the child and their family as well as introducing the family to the school and school in general. • <u>Kindergarten Parent Meeting</u>: Is help prior to school starting to provide basic information, facilitate families meeting each other, and answering common questions. • <u>PTA</u>: Stevens enjoys a strong and active PTA. PTA leadership is visible and accessible. • <u>Kindergarten Tea</u>: Hosted by PTA on the first day of Kindergarten to welcome new families to Stevens Elementary, introduce key staff and encourage participation in the life of the school. • <u>1st-5th grade Tea</u>: Hosted by PTA on the first day of school to welcome new families to Stevens Elementary, introduce key staff and encourage participation in the life of the school. • <u>Class Representatives</u>: Each classroom has a parent who serves as a class representative to facilitate overall communication with parents and staff, answer questions and help with making connections. • <u>Middle School Connections</u>: The Meany Middle School planning principal has a field office at Stevens Elementary and has spoken before the PTA, and has a visible platform on the Stevens website. • <u>Summer Playgroups</u>: Stevens families traditionally share contacts with each other and arrange a variety of get-togethers over the summer.
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>Stevens enjoys a high level of retention of our staff in most areas. All classroom teachers have been at Stevens for at least 4 years. The two areas of challenge are special education and English Language Learners (ELD) where 3 of 4 teachers are in their first year at Stevens and one is in their second year; while one position remains unfilled. New SEL teachers are provided with a Mentor teacher. SEL and ACCESS teachers are provided with behavior specialist support.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$1,876,589.00	<ul style="list-style-type: none"> Funds are used to provide for the basic operation of the school including the basic education (Tier 1) needs for which all students qualify.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 41,520.00	<ul style="list-style-type: none"> Provides 1-on-1 and small group tutoring to develop English language skills in both push in and pull out formats.
2016-2017	Combined Funds	Self Help	\$ 3,516.00	<ul style="list-style-type: none"> Funds are targeted to meet specific identified needs for which they were raised.
2016-2017	Combined Funds	PTSA Grant	222,863.00	<ul style="list-style-type: none"> Math Teacher: Provides Tier 1 support by lowering class size. 2 Instructional Assistants who provide ELA and Mather tutoring to identified students
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 31,340.00	<ul style="list-style-type: none"> Provides support for specific qualified students.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 68,032.00	<ul style="list-style-type: none"> .8 ELA Intervention Teacher and an hourly (~.3) Reading Tutor.
2016-2017	Specific Use Funds	Creative Advantage Arts Grant	\$ 5,000.00	<ul style="list-style-type: none"> (committee has yet to determine)
2016-2017	Specific Use Funds	SPED	\$ 841,705.00	<ul style="list-style-type: none"> Funds are used to support the specific identified needs of students receiving specially designed instruction.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
3 rd and 4 th grade African American Males are not achieving proficiency on the SBA at an acceptable level.	<p>3rd and 4th grade African American Males will increase their proficiency rate on the SBA from 13% in ELA and 20% in math on the spring 2016 SBA to 50% in ELA and 50% in math on the spring 2017 SBA.</p> <p>Some of the strategies employed will be:</p> <ul style="list-style-type: none"> Staff participation in PD focused on culturally responsive practices. Increased efforts to building positive and understanding relationships with students of color and their families. 	3 rd and 4 th grade classroom teachers and support staff, administration.	June 2017

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
K-2 nd grade students	Kindergarten students will increase the number of	Kindergarten	June 23, 2017

<p>are not achieving proficiency on the MAP at an acceptable level.</p>	<p>students achieving at or above the mean score (50%ile) on the MAP test in reading from 75% to 85%; and math from 82 to 85. Kindergarten students will also increase the mean grade level %ile score from 167 to 175 in reading and 173 to 175 on math using data from the spring 216 MAP and spring 2017 MAP.</p> <p>First Grade students will increase the number of students achieving at or above the mean score (50%ile) on the MAP test in reading from 75% to 85%; and math from 87% to 90%. First Grade students will also increase the mean grade level %ile score from 185 to 193 in reading and 194 to 198 on math using data from the spring 216 MAP and spring 2017 MAP.</p> <p>Second Grade students will increase the number of students achieving at or above the mean score (50%ile) on the MAP test in reading from 73% to 80%; and math from 75% to 80%. Second Grade students will also increase the mean grade level %ile score from 197 to 202 in reading and 197 to 203 on math using data from the spring 216 MAP and spring 2017 MAP.</p>	<p>Grade 1</p> <p>Grade 2</p>	<p>June 23, 2017</p> <p>June 23, 2017</p>
<p>3rd-5th grade students are not achieving proficiency on the SBA at an acceptable level.</p>	<p>3rd grade students will increase proficiency in reading from 72% (on spring 2016 MAP) to 85% achieving proficiency (Level 3 or 4) on SBA; and math from 73% (on spring 2016 MAP) to 86% achieving proficiency (Level 3 or 4) on SBA.</p> <p>4th grade students will increase proficiency (Level 3 or 4 on SBA) in reading from 50% to 63% achieving proficiency; and math from 44% to 57% achieving proficiency by June, 2017.</p> <p>5th grade students will increase proficiency (Level 3 or 4 on SBA) in reading from 43% to 58% achieving proficiency; and math from 37% to 48% achieving proficiency by June, 2017.</p> <p>Some of the strategies employed will be:</p> <ul style="list-style-type: none"> • Staff participation in PD focused on culturally responsive practices. • Increased efforts to building positive and understanding relationships with students of color and their families. 	<p>Grade 3</p> <p>Grade 4</p> <p>Grade 5</p>	<p>June 23, 2017</p> <p>June 23, 2017</p> <p>June 23, 2017</p>

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

<p>3rd-5th grade students are not achieving at acceptable proficiency rates on the SBA assessment.</p>	<p>3rd grade students will raise their SBA assessment results from 61.6% in ELA and 65.0% in math on the spring 2016 assessment to 75% in ELA and 78% in math on the spring 2017 assessment.</p> <p>4th grade students will raise their SBA assessment results from 50.0% in ELA and 44.0% in math on the spring 2016 assessment to 63% in ELA and 57% in math on the spring 2017 assessment.</p> <p>5th grade students will raise their SBA assessment results from 43.1% in ELA and 37.2% in math on the spring 2016 assessment to 58% in ELA and 48% in math on the spring 2017 assessment.</p> <p>Teachers/Staff will use a variety of assessments to monitor student progress. These assessments include but are not limited to: Interim SBA Assessments, Interim District Student Surveys, TC scores, Curriculum Based Assessments (CBA's), Unit Tests, Running Records, Writing Assessments, and informal/formal observational data.</p>	<p>3rd-5th grade teachers and support staff</p>	<p>June 2017</p>
--	--	---	------------------

<p align="center">School Culture Goal</p>			
<p>Problem of Student Learning</p>	<p>What will success look like? (SMART Goal¹ to target level of performance desired)</p>	<p>Assigned to:</p>	<p>Target Date for Completion:</p>
<p>Only 53% of our 3rd-5th grade students responded favorably to questions around school safety on the spring 2016 district student survey. (This is 5% below the district average.</p>	<p>We will participate as a year 1 school with the district RULER Program, and Positive Behavior Interventions & Supports (PBIS) training, and create and implement schoolwide protocols to address the safety needs that use positive behavior reinforcement and common language 80% of the school areas (playground, office, hallways, bathrooms, classrooms, lunchroom, gym, music room, assemblies, off-campus activities) to increase our student survey results in the area of school safety from 53% in June 2016 to 67% in June 2017.</p> <p>We will coordinate and intentionally build out our monthly assemblies and Constellations program from 4-6 disconnected events in 2015-2016 to being 9 monthly coordinated events with monthly themes, student leadership, responsibility and community and relationship building for the 2016-2017 school year.</p> <p>Some of the strategies employed will be:</p> <ul style="list-style-type: none"> • Staff participation in PD and collaborative meeting time around MTSS strategies and practices that increase our individual and collective capacity to meet the diverse 	<p>Whole Staff</p> <p>Whole Staff</p>	<p>June, 2017</p> <p>June 2017</p>

	<p>needs of our community and to develop common language and expectations around student and staff expectations.</p> <ul style="list-style-type: none">• Increased efforts to building positive and understanding relationships with students of color and their families.		
--	--	--	--